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ISU'S COLLEGE OF AGRICULTURE IN SOUTH AMERICA

Help given in the form of education, research, and training aimed at economic development and agrarian reform. Programs are designed to give individual receiving countries the kind of educational assistance they need and ask for.

by Floyd Andre with Pamela L. Henry

"Dean Andre, why are personnel from the College of Agriculture working in different South American countries?"

I think we need to distinguish between the reason for the interest of the College of Agriculture as part of an *educational* institution and the reasons why *individual* staff members accept assignments in South America.

The reason the college is involved in projects in several South American countries is basically the same reason that Iowa State University is involved in serving Iowa people through its teaching, research and extension programs. ISU is here to serve Iowa

people. And I firmly believe it's in the self-interest of Iowa people to help South American countries where we are able.

You see, the people down there want more of the better things of life — food, shelter, education for their children, etc. Somehow, they say, they're going to get those better things. The only question is how. The Communists are active. We know we have a better answer. And we're working too.

My children and your children are going to have a safer and better future if the nations of Central and

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South America can develop their resources and their economies under governments of their own choosing. All of our work in these countries is aimed at helping these people develop their human and natural resources. We aren't trying to do this for them; we're showing them how *they* can do it.

Why does an individual staff member of Iowa State University work in South America? First, he has knowledge to share with the South Americans that they need. For personal reasons, he'd like to share it with them. I think most of them feel that they are helping people who want and appreciate help and that the future security of the U.S. depends to a great extent on our neighbor countries to the south.

"What are the overall problems in these countries? What are the specific kind of problems where the College of Agriculture can help? What form does our help take?"

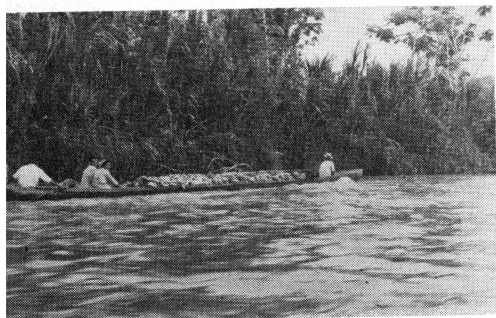
There are many overall problems — undeveloped resources, instability of government, unstable currency, poor credit facilities, inadequate education and all forms of agricultural problems.

Mostly the College of Agriculture's aid takes the form of assistance in research training, and planning for agrarian reform and economic development.

Perhaps the best way to examine the specific problems where we can help is to look at three of the countries where we are currently working — Uruguay, Peru and Argentina. Each country is looking for and requires individual help.

In Uruguay, help is directed primarily toward education. The current project is being viewed as a short-time program. Much of the work will be well underway at the end of two years, and Uruguay can carry forward from there.

The program underway is divided into three parts: 1. cooperative work with the National University of Uruguay in animal sci-



In one new colonization area in Peru where jungles are being cleared and settled, the only transportation link is the river. All cargo and personnel travel in these long canoe-like boats with power motors. Boat above carries bananas to market.



On the "frontier" in Peru. At left is a river boat helper. Next are the settler and his wife, then the Peruvian in charge of the colonizing program there. Dean Schreiner, Fred Mann and Melvin Blase of the Iowa mission are the three taller men at right. Shorter man at right front is Peruvian Cesar Amorin, now a student at Iowa State.

ence and soil science; 2. vocational education at the University of Trabajo in farm machinery, poultry, horticulture, and animal science, and 3. cooperative work with an agricultural experiment station in agronomy, plant pathology, and weed control.

Another part of the program is an exchange of United States and Uruguayan students to study agricultural development first hand.

To illustrate the seriousness of the need in these areas, let's take a closer look at Uruguay's problem in beef. This is an excerpt from one of the reports sent back from our specialists. "In Uruguay, 92 percent of available grazing area is in natural pastures, and only 3 percent is in improved pastures. It is not uncommon for cattle to lose more than a pound a day during the winter period. Normally in Uruguay, four or five years are needed after birth before a beef animal is ready for market . . . Lacking in Uruguay is the supplemental feeding which permits earlier marketings."

In Peru our program provides for work with government agencies rather than with universities. There are seven areas of concentrated study. They are: 1. national and regional development planning models with emphasis on agriculture; 2. resource appraisal and farm efficiency; 3. property titles and tenure forms; 4. marketing and cooperatives; 5. land valuation and transfer schemes; 6. labor and employment conditions, and 7. rural public finance and farm credit.

One of the problems in the country seems to be land fragmentation or extremely small farms. It is not uncommon to see 12 acres with 23 different families on it. Other land is concentrated in large estates. Iowa State's team of specialists have combined with a State University of Iowa legal advisor to examine the reapportionment of land and the resulting legal problems.

Some of the questions that need answering are: What is the optimum farm size on which a family can make a decent living? What is a fair valuation on land? What is the best way to extend and supervise credit?

Legal problems of the most basic nature need to be solved. There are inadequate provisions for land tenure forms, property title trans-

At Right: Checking new growth of grasses and legumes in a renovated pasture at La Carolina, Uruguay, are Clarence Babcock, former Hamilton county, Iowa, extension associate; Milo Cox of AID, and Pedro Ballefin of Uruguay.

fer, water rights, means of clearing titles, inheritance and fragmentation of land. Also there is a need for evolving mechanisms for insuring that capital used in agrarian reform and economic development will stay in Peru's economy.

Argentina has different needs. Much progress has already been made in all fields by previous ISU teams. Now their concern is with problems that are out in the country and in obtaining people who will live and work out where the problems are. They have been so pleased with Iowa State personnel that they are anxious to continue some type of relationship.

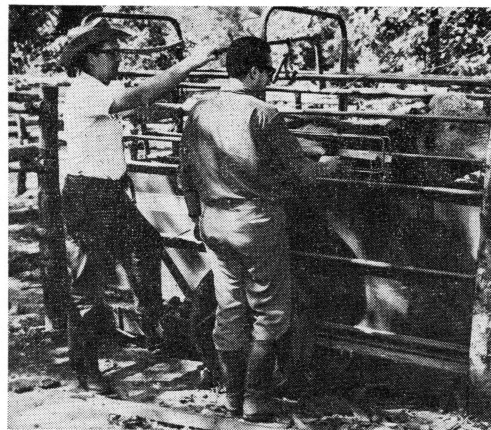
"How do the problems in South America become known to the college of agriculture at Iowa State? How are decisions made here as to the kind of help the college can give?"

The first link in the chain of communication of need is through our government agencies in these countries.

People from the country ask for help, and this need is relayed directly to Iowa State or to the Agency for International Development (AID) in Washington, D.C. Here is where the College of Agriculture enters the picture. AID invites our people to go to the country and talk with officials of government institutions and universities about the needs of the country.

The needs are discussed and summarized. From there a proposal by AID is drafted. This contract specifies in what areas aid will be given, the number of people that are to go and sets up a definite budget for the project.

For example, our Peruvian contract provides for a project leader, 11 economists and a legal advisor. The contract was for \$1 million in technical assistance. This contract must be approved by the Iowa Board of Regents. The contract also provides for the Agency for International Development to reimburse Iowa State University



A portable scale purchased under the contract with Uruguay is used to weigh an experimental animal.



At the Poultry School at Florida, Uruguay, one of the students demonstrates poultry debeaking for U.S. Ambassador Coerr and Mrs. Coerr.

for staff salaries and expenses plus a small overhead charge.

Staffing of the contract is the responsibility of the heads of the subject matter departments concerned with the specialized work.

This is the general format of how needs become known to us here in the college of agriculture.

Argentina was an exception to this rule. In 1958, a group of 10 from that country came to the United States seeking help. After going to various institutions, they decided they wanted assistance from Iowa State.

There is one factor present in all negotiations. The people of the country want our help. First, you have to be wanted. Without this and the cooperation of the country very little could be accomplished.

"What have we accomplished with the projects we have underway?"

Accomplishments of this sort are hard to state in a list form. So let's look at some of the month-by-month progress reports coming from our current projects in Peru and Uruguay.

Both of these projects are based on 1962 contracts with the Agency for International Development.

Iowa State is just one of several educational institutions working in Peru. Our mission there mainly concerns economic development and agrarian reforms and is staffed by 11 economists from Iowa State and one law specialist from the State University of Iowa.

An example of the problem in Peru, as I said before, is land frag-

mentation and the associated legal problems. Therefore, our first step was to assist the government with the redistribution of land. A law titled "Bases for Agrarian Reform" provided for this redistribution and was passed in November, 1962.

But this law gave the responsibility for reform to the Institute of Agrarian Reform and Colonization which had to be re-established. It was February, 1963, before a law was passed to re-establish the institute. And in March the first regional decree law covering the La Convencion Valley northeast of Cuzco provided for voluntary expropriation of large land holdings to be redistributed among the "campesinos" living on the land as croppers and laborers.

With this law, work began on the first hacienda (plantation) — surveying land, setting up land values and final preparations for transfer of land titles. Work on the 22,000 acres was finished by June. And on July 5 the Institute of Agrarian Reform gave land titles to 126 new land owners.

The first thing these 126 land owners did — even before building a home — was to build a fence around their new land. They seemed to be proclaiming to the world, "This is mine!"

With new ownership in land all sorts of problems had to be studied. Research and study began on resource appraisal, farm management techniques, legal structures for land ownership and transfer, farm co-operatives and marketing structures and agricultural credit. Studies continue on optimum farm

sizes, farm credit alternatives, marketing structures and community structures.

A possible answer to the problem of financing has been proposed to Peru's government. The plan, called the Iowa Plan, provides for payments made to former land holders to be in turn invested in new industry in Peru by these persons.

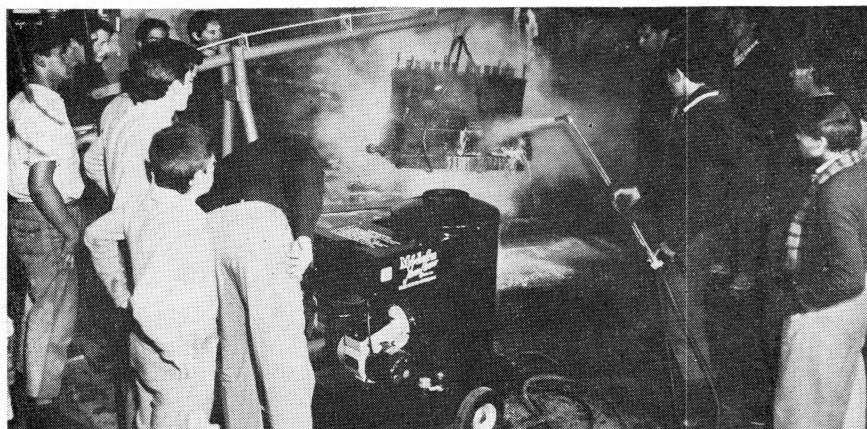
While the approach in Peru is through government agencies, much work in Uruguay is being carried on through the University.

Assigned to work in Uruguay with the National University, the University of Trabajo and the agricultural experiment station are a series of specialists — a soils specialist, animal science, poultry, dairy and vegetable men, and crop and plant pathology specialists.

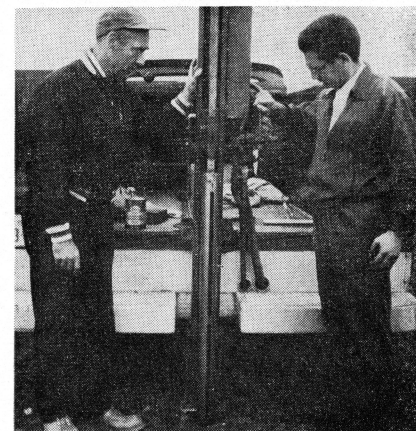
English classes were started at the University to teach agriculturalists enough English to read the agricultural literature written in English.

Each ISU specialist began work and research in his area. Animal feeding trials were initiated, and animal nutrition experiments got underway. The basic designs for the Poultry School and the Farm Machinery School were formulated. One building at the Poultry School had been built by December, 1963.

A school in beef husbandry and work with a dairy manufacturing school were started. The faculty of agriculture at the National University is seeking graduates in forage crops, plant ecology, dairy husbandry, sheep and wool science and agricultural engineering.



Students at the Farm Machinery School at La Concordia, Uruguay, use a steam cleaner made at Gowrie, Iowa, to clean a tractor motor. The portable crane lifting the motor was built by the students.



Wayne Scholtes, ISU soils specialist, and his Uruguayan counterpart, Luis De Leon, examine a soil coring machine.

The Uruguayans seem to be enjoying our presence and all this activity. For instance, Mr. and Mrs. McHose of Poultry Science live in a small community about 100 miles from Montevideo at the Poultry School. They have had so many local people stopping in during the evenings that they have been forced to eat their evening meal at 5:30 instead of the usual 8:30 in order to be sure they have a chance to eat.

"There have been reports of American aid ending up mainly in the pockets of the rich people in the receiving countries. Does the working man or the average person benefit from the college of agriculture's assistance? How?"

Part of these reports may be true because of the economic systems in the receiving countries.

But if you recall the form our assistance takes, you can see how our aid reaches the average man. Our aid is mainly in the form of education and training. This is a type of aid that is difficult to steal.

Through programs in the receiving country we are giving young people specific knowledge in the various fields of agriculture. Let's look at Uruguay again. There are specialists from our college in animal science, soil science, poultry, horticulture, etc., training the young people of that country. Each area has a vocational school, i.e. a machinists' school. These vocational schools are spread throughout Uruguay and are collectively called the University of Trabajo.

Also through our exchange program several students have come to our University to study a special field. They will return to their country to teach, to do research or to administer activities in that special field.

Under the current programs there are or have been 10 Peruvian graduate students studying at Iowa State. We now have four Uruguayans studying here.

Another way that aid reaches the people is through their countrymen working with our specialists. Each of our specialists working in a country has a native counterpart working closely with him. For example, our specialist in animal science in Uruguay has a native Uruguayan working with him.

When the specialist has to leave, this counterpart will continue the work.

Knowledge is a type of wealth which is hard to steal from a country or a person. By educating the people we are helping them to help themselves.

"Have we always been able to give the South American countries the kind of help they want? Do they always want the kind of help we think they should have?"

Actually this question is answered before we begin to give aid. Recall the process by which the South American countries' needs become known to the agriculture college. Officials of the country invite U.S. representatives to their country to discuss their actual needs with government officials and university personnel.

These needs are then summarized, and a contract negotiated to fulfill these needs.

Therefore, the aid we are supplying is essentially the kind that the country asks for. We cannot give these countries all the help they would like because of our staff limitations.

You may be wondering about changing needs. Needs do sometimes change, and provision is made for this. Our contracts are amended as needs change and as new and more pressing needs are found.

Therefore, we do not send the kind of help *we* think they need. We send the kind of aid *they actually need* as negotiated between their country and ours.

"Suppose we help build up the economy and agriculture of Argentina, for example. Aren't we helping establish a competitor for world agricultural markets?"

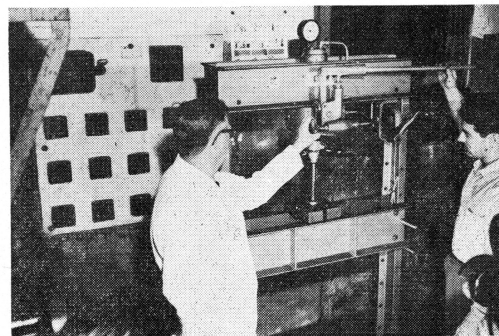
Yes, these countries will compete in world markets. But most of these countries are industrializing so fast they become large buyers of our products.

Their mass needs for our products and purchases of these products will net an overall benefit to our economy.

Another factor to consider is the rising population. Latin American population is expanding at a rapid rate and therefore, much of what



At the Farm Machinery School at La Concordia, Uruguay, students use plumbing equipment and a "tri-stand" under the supervision of V. J. Morford, Iowa State University agricultural engineer.



Hydraulic press is pressing a bearing on a shaft at the Farm Machinery School. Operating the press are ISU's V. J. Morford and Ulises Usera, acting director of the school.

can be produced would be used for their own needs.

Because of the expanding world markets these industrializing countries are furnishing, the United States economy would be benefited more than it is harmed.

"How would you sum up the college of agriculture's role in South America?"

Our role is that of training people to take over where we leave off. These people will in turn train more people in agriculture, government and education. The total effect is to influence the development of agriculture to the fullest extent.

To sum it up in one sentence: "Our role is education."